



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13732 E. Warner Road, Gilbert, AZ 85296

Benjamin Franklin Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Terry Nicoll
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
2005 Enrollment : 469
Web Address : benjaminfranklincharterschool.com
Phone Number : (480) 632-0722
Fax Number : (480) 632-8716
E-mail : bfcs.nicoll@interwrx.com

Mission

Philosophy: Emphasize teaching of basic skills & information to mastery level. Mission: train the intellect; teach skills; instill pride & respect for, self, others & country; equip students to make decision & solve prob; challenge students to excel.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Ensure the success of all students through implementation of a challenging academic program.
- ü Math drill and practice to enhance student knowledge and ability.

Enrollment

October 1, 2004 School Year Student Enrollment : 487
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 470

Instructional Programs

- Ü Spalding Phonics-based Language Arts
- Ü Open Court (Basil) Literature Curriculum
- Ü Saxon & HBJ Mathematics Curriculum
- Ü Teacher Centered Instruction
- Ü Character program - Core Virtues

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school contracts with parents to deliver all aspects of the program as outlined in the 'Parent Handbook' (academic program, discipline, dress code, school rules, etc.) in exchange for parental input, involvement and support.

Parents

Parents are responsible for ensuring that their children are trans. to school on time, arrive ready to learn, abide by school rules & complete homework assign. Parents have opportunity & are encouraged to be involved in school governing through FPAC.

Transportation Policy

Transportation is furnished by parents individually and in carpools. A bus is provided for 7th & 8th grade students between the Gilbert and Queen Creek campuses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	160	79306	100	99	99	459	452	445	5	5	10	11	17	18	63	61	51	21	18	20
All Students (Prior Year)	84	191	75509	100	100	100	548	543	521	2	4	13	13	12	23	37	40	33	48	43	31
Female	38	85	38691	100	100	99	458	452	446	6	5	10	9	16	18	69	60	52	17	20	20
Male	22	75	40583	100	99	99	461	452	445	5	4	11	14	18	18	52	63	50	29	15	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	16	32869	NC	100	99	NC	442	429	NC	6	15	NC	25	25	NC	56	51	NC	13	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	51	137	36197	100	99	99	465	454	463	2	3	5	9	16	11	64	62	53	26	19	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	56	153	69060	95	96	98	459	453	454	6	5	7	10	16	17	63	62	54	21	18	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	60	160	39966	100	100	100	459	452	459	5	5	6	11	17	12	63	61	52	21	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	161	79395	100	0	99	476	469	446	0	1	9	14	19	25	73	66	55	13	14	11
All Students (Prior Year)	84	191	75492	100	100	100	528	528	519	5	4	12	13	12	16	51	57	47	31	27	24
Female	38	85	38743	100	0	100	478	475	451	0	0	7	17	16	24	66	71	57	17	13	12
Male	22	76	40618	100	0	99	471	463	440	0	3	11	10	22	27	86	60	53	5	15	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	16	32915	NC	0	99	NC	465	426	NC	0	15	NC	13	35	NC	88	47	NC	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	51	138	36221	100	0	99	477	469	465	0	2	4	11	18	15	79	66	63	11	14	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	56	154	69139	95	0	99	476	470	454	0	1	7	15	19	24	71	65	58	13	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	60	161	39986	100	0	100	476	469	461	0	1	4	14	19	16	73	66	63	13	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	160	78869	100	99	99	490	471	442	2	4	6	7	12	21	64	62	63	27	22	10
All Students (Prior Year)	81	188	75053	96	99	99	656	629	597	1	2	7	6	7	12	77	80	72	16	11	9
Female	38	85	38536	100	100	99	499	491	458	0	1	4	6	5	15	63	63	67	31	30	14
Male	22	75	40302	100	99	99	475	448	428	5	7	8	10	19	26	67	61	60	19	13	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	16	32606	NC	100	98	NC	484	426	NC	6	8	NC	6	27	NC	44	60	NC	44	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	51	137	36078	100	99	99	491	470	459	0	3	4	9	13	16	66	64	66	26	20	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	56	153	68697	95	96	98	488	472	454	2	3	4	8	12	18	65	64	67	25	21	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	60	160	39837	100	100	100	490	471	457	2	4	4	7	12	14	64	62	67	27	22	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78906	100	99	99	545	540	498	0	1	13	4	4	19	47	50	48	49	44	20
All Students (Prior Year)	73	157	76019	100	100	100	530	529	499	1	2	14	22	32	39	16	14	14	60	53	33
Female	28	71	38644	100	100	99	541	529	500	0	3	12	7	6	19	50	59	49	43	32	19
Male	30	71	40236	100	99	99	549	550	497	0	0	15	0	3	19	45	42	46	55	55	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	49	127	36483	100	99	99	545	542	517	0	2	7	2	3	13	49	50	51	49	45	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	56	137	68310	100	99	98	545	542	509	0	1	9	4	4	18	45	50	51	51	45	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	58	142	40295	100	100	100	545	540	513	0	1	7	4	4	13	47	50	50	49	44	30

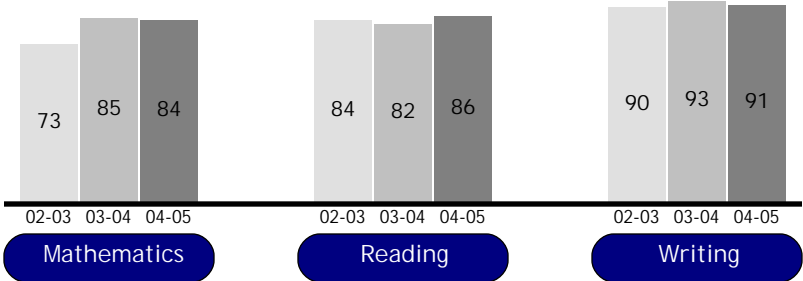
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78908	100	0	99	526	520	484	0	1	10	0	5	23	79	77	58	21	17	9
All Students (Prior Year)	73	157	76020	100	100	100	522	520	503	8	9	25	13	19	23	53	48	40	26	24	12
Female	28	71	38648	100	0	99	530	523	489	0	0	8	0	3	22	75	80	61	25	17	10
Male	30	71	40233	100	0	99	523	517	479	0	1	12	0	7	25	83	74	55	17	17	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	49	127	36502	100	0	99	525	521	502	0	1	4	0	5	14	78	76	67	22	18	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	56	137	68312	100	0	98	527	522	493	0	0	7	0	4	21	78	78	62	22	18	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	58	142	40315	100	0	100	526	520	498	0	1	5	0	5	15	79	77	66	21	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78750	100	99	99	557	546	500	0	0	6	4	9	29	89	86	63	7	5	2
All Students (Prior Year)	71	154	75673	99	98	100	597	587	530	1	3	12	13	13	25	74	75	58	11	9	4
Female	28	71	38586	100	100	99	562	552	515	0	0	4	0	3	22	96	94	71	4	3	3
Male	30	71	40135	100	99	99	553	540	486	0	0	8	7	14	35	83	78	56	10	7	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	49	127	36440	100	99	99	556	545	516	0	0	3	4	10	22	88	84	71	8	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	56	137	68196	100	99	98	560	548	513	0	0	3	2	8	25	91	87	69	7	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	58	142	40260	100	100	100	557	546	514	0	0	3	4	9	21	89	86	72	7	5	4

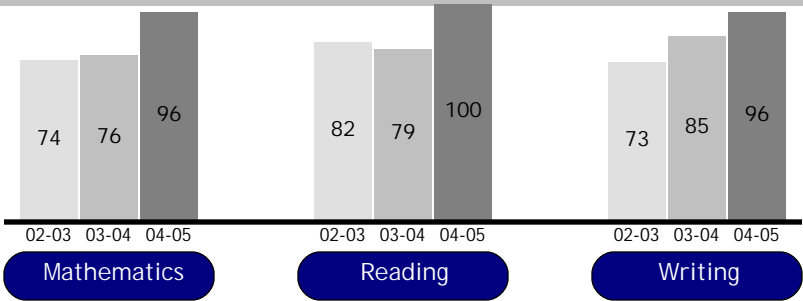
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	76	71	50	100	76	NA	58	98	68	65	47
	Language	100	72	65	43	100	76	68	50	98	64	60	47
	Mathematics	100	83	79	57	100	81	75	64	100	61	64	50
3	Reading	100	72	69	47	98	77	NA	55	100	61	58	44
	Language	100	68	69	54	99	77	72	61	100	58	55	44
	Mathematics	100	79	80	54	99	84	84	61	100	63	61	51
4	Reading	99	81	74	52	99	78	NA	56	100	66	66	48
	Language	100	73	65	48	100	72	70	52	100	70	69	49
	Mathematics	100	87	79	57	100	85	85	61	100	71	72	53
5	Reading	100	74	67	50	99	77	NA	55	100	74	71	50
	Language	100	67	60	46	100	65	65	49	100	74	73	50
	Mathematics	100	88	80	57	100	86	86	63	100	71	70	49
6	Reading	98	78	72	53	99	75	NA	56	100	72	68	51
	Language	100	67	63	45	99	65	63	48	100	67	66	47
	Mathematics	100	89	88	62	99	90	88	66	100	81	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 12 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

ü Curriculum Development
 ü Textbook Selection
 ü Library Book Selection
 ü Student Discipline
 ü School Safety Issues
 ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator

1.00

Teacher

22.00

Other Professional Staff

4.50

Teacher Aide

3.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

3

1

0

0

4 to 6 years

6

0

0

0

7 to 9 years

7

1

0

0

10 or more years

3

1

0

0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

20

Teachers with Emergency Certificaton.

6

Percent of teachers in the school with Emergency/Provisional Certification

27%

Percent of core classes not taught by Highly Qualified Teachers

100%

Resources Available at School Site

Special Facilities

Extracurricular Activities

ü After School Arts/Crafts
 ü After School Sports
 ü Before/After School Band/Orchestra/Choir
 ü After School Foreign Language

Social Services

ü After School Programs
 ü Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Averaged two grade levels of growth per grade level on annual criterion-referenced tests.
- ü Students entered/won/placed (at their grade levels) in national, state and local poetry and writing contests.
- ü School consistently scores in the top 10% of all Arizona schools on state (AIMS) and national (SAT9 and TerraNova) testing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Establishment of expectations through school rules and enforcement thereof. Introduction and implementation of Core Virtues Character Education Program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terry Nicoll	(480) 632-0722
Transportation Policy	Terry Nicoll	(480) 632-0722
Community Resources	Terry Nicoll	(480) 632-0722
School Nutrition Programs	Terry Nicoll	(480) 632-0722
Parent Organization	Terry Nicoll	(480) 632-0722
Student Health/Nurse	Lari Smith	(480) 632-0722

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.